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ABSTRACT

The 53 teaching strategies accompanying the 10 performance objectives in this guide for grades kindergarten through 12 focus on specific kinds of oral language. Each of the objectives is designed so that after the completion of the program students will be able to (1) use appropriate levels of language for given situations; (2) present both personal narratives that follow a chronological order or a cause/effect relationship and descriptive accounts; (3) use informal modes of communication in order to share their ideas and feelings; (4) use formal modes of communication; (5) conduct themselves in social situations using social amenities; (6) speak or read aloud with understanding, phrasing, stress, clear enunciation, appropriate audibility, and dramatic quality; (7) serve as panel members for purposes of discussion and sharing of ideas related to a specified problem; (8) participate in a variety of oral language activities in a communication arts context; (9) demonstrate improved language competence or fluency; and (10) refine their accuracy and precision of language use.(HOD)

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Oral Communication

Experimental **Grades K-12**

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Oral Communication

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Foreword

The materials and activities in this guide focus on specific kinds of oral language. It should be understood, however, that speaking skills are always part of a wide spectrum of communication arts learnings, and should be taught interrelatedly. Reading, writing, listening and speaking comprise a holistic approach to language learning, as set forth in Minimum Teaching Essentials. In any one lesson, for example, speaking skills will be accompanied by related listening, writing, or reading appropriate genres in literature set within a particular context for learning.

We are emphasizing oral language in these activities, not as an isolated or discrete skill or set of skills, but rather to highlight areas which are necessary in any instructional program. Indeed, oral language should be woven into the content area subjects to ensure that oral language is used as a tool for learning and communicating throughout the school day.

Instruction in oral language, as in all the communication arts, should be developmental and sequential, depending upon the student's physical, intellectual, social, and emotional stage of growth and development. Activities can be adapted for the class for students at various levels of ability. Teachers may wish to use these as part of the daily curriculum, personalizing the lessons for their individual classes. Furthermore, although a grade level designation is given, each activity may be used with grade and school levels other than those suggested. This may be done by adapting or modifying the lessons, making them more or less complex, as needed and appropriate.

Because oral language is best learned through imitation, instruction requires that the teacher act as a language model for the students. In this role, the teacher should demonstrate correct English usage, should use clear and careful pronunciation and articulation, and should utilize dynamics flexibly, as the occasion requires. Students learn to become good listeners when their teachers and other adults model these skills on a daily basis.

The integration of oral language activities into classroom practice will enable students to communicate more effectively in all content areas as well as help them cope with the rigors of daily life.

Charlotte Frank

Charlotte Frank
Executive Director

Acknowledgments

Oral Communication is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director.

Morris Freedman, Director of the Office of Curriculum Development and Support, provided overall supervision.

Steven Tribus, Interim Acting Director of the Communication Arts Unit, supervised the project and contributed to the writing and preparation of the manual. The principal writer was Olive R. Francks. Edith Novod adapted and wrote activities and also edited the manuscript.

Alaire Mitchell, Head of the Curriculum and Editorial Unit, was directly involved in the preparation of the manual for publication. The manuscript was prepared for printing by the staff of the Curriculum Production Unit: Maureen Maguire, book design and production coordination; Regina Denenberg, editorial assistance and graphics; Conrad Nunnally, graphics; Deborah Epstein, typesetting.

This guide is recommended as a resource for teachers in the Mastery Learning Program, Citywide Umbrella Bureau, Jack Isaacs, Administrator, under the supervision of Lawrence Larkin, Director (Acting), Office of Special Projects.

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Objectives of the Oral Communication Program

Students will be able to:

1. use appropriate levels of language -- formal or informal -- for given situations.

2. present both personal narratives which follow a chronological order or a cause/effect relationship, and descriptive accounts.

3. use informal modes of communication -- (conversation, questioning, discussion, improvisation, creative dramatics, storytelling) -- in order to share their ideas and feelings.

4. use formal modes of communication -- (announcements, invitations, prepared statements, drama, individual and committee reports) -- in order to share ideas and feelings.

5. conduct themselves in social situations using social amenities ("please," "thank you," "My name is _____," "May I introduce my friend, _____").

6. speak or read aloud with understanding, phrasing, stress, clear enunciation, appropriate audibility, and dramatic quality.

7. serve as panel members for purposes of discussion and sharing of ideas related to a specified problem or issue.

8. participate in a variety of oral language activities in a communication arts context -- (poetry readings, choral speaking, recitations before an audience, Show and Tell activities, telephone conversations; roleplaying in a classroom setting; committee reports).

9. demonstrate improved language competence or fluency: for example, their speaking vocabulary will be larger, and they will make more use of oral language for narration and persuasion as pre-writing activities.

10. refine their accuracy and precision of language use, as in giving directions, explaining how to make something, etc.

Schoolwide Activities for Elementary and Secondary Schools

A schoolwide program in oral communication is only as successful as its implementation within the school through the efforts of the school supervisor(s) and teacher(s). These persons are the catalysts for change who guide and strengthen staff in developing ideas, techniques, and activities which will forward student learning.

The suggestions for schoolwide activities which follow can be achieved by teachers and students in cooperation with their supervisors and administrators.

(1) Using the P.A. System to Foster Oral Communication Learnings

Many elementary and junior high schools use their public address systems to give students the opportunity to speak to other classes in the school as a real activity of the language curriculum. Students may:

- make announcements
- perform poetry readings
- read their own writings
- form a broadcasting group to broadcast short plays or stories to appropriate and selected classes
- create a news team to report the news of the day, school news, and national news.

This activity can form the hub of an oral communications program when it is planned and backed by the principal and organized and carried out by his/her designees (teachers, coordinators, parent representatives). The potential for this type of schoolwide activity is virtually unlimited.

(2) Forming a Drama Group (Club) for Interested Students

The chance to act out a story or a play can begin with the youngest and extend to the most sophisticated students. Some schools have set aside time for a drama club, while others have determined that this should be part of each grade. Whether the goal is to present a play at an assembly program or to enhance students' acting skills or to utilize theater through theater games, improvisation, and script writing, there is a place in every school curriculum for drama activities. Time needs to be provided and scheduled; staff skills need to be shared and/or developed.

These activities should be related to the ongoing language curriculum and to other disciplines through:

- gradewide presentations to parents and other classes in the school via assembly programs
- group presentations to community groups outside the school, such as nursing homes or senior citizen centers
- class-to-class presentations
- informal class productions within one classroom for the enjoyment of the children in that class.

(3) Developing a Storytelling or Storyreading Group for Purposes of Sharing with Others

The fifth and sixth grade students need the chance to share their skills with others who will appreciate and enjoy their presence among them. In particular, the ability to tell or read a story with good intonation, pronunciation, enunciation, timing, and diction can be valuable to the audience and teller alike.

Groups of storytellers can be scheduled to visit lower grade classes. It is best to arrange for this reciprocally so that the storytellers and their assigned class(es) may understand that they have a compact with one another. This is a schoolwide type of activity which has strong appeal and also reinforces language skills (reading, speaking, listening) at all levels.

(4) Using Media to Enhance and Strengthen Oral Communication Activities

Aside from the public address system, schoolwide activities are also generated through the use of media, such as:

- the overhead projector
- slides and slide projector
- musical instruments
- specially selected films and televised programs
- filmstrips (including homemade)
- tapings (cassette and reel-to-reel)

These media may be utilized as:

- programs already set up for listening and viewing in classes, such as a slide presentation and cassette tape guide
- assembly program materials in which films, filmstrips, slide presentations are shown by a group of students who have chosen or developed them
- "backdrops" to choral readings or readers theater activities for large group meetings as well as for single class productions.

(5) Extemporaneous Speaking Contests and Schoolwide Debates

Extemporaneous speaking contests and schoolwide debates provide stimulating activities which draw upon the opposite ends of the oral communication skills spectrum. While the aims of both activities are to promote speaking and reasoning skills, opportunity for informal talk must be included and encouraged during the school day. Formalized debate activities should include time for research of background material and time for the development of the position the student has to defend in the debate. Participation in extemporaneous speaking contests offers opportunities for students to shine without the special preparation necessary for tightly structured debates. However, preliminary thinking should include a plan for the important points the speaker wishes to make in the speaking contests. All students should be reminded of that old fortune cookie saying: "Put brain in gear before opening mouth."

Classroom Activities for Elementary and Secondary Schools

The activities which follow illustrate different strategies for achieving a particular performance objective for a range of grade levels. However, because of the holistic nature of language development, the strategies suggested for one objective may also be relevant to several other objectives.

Activities for one grade may be readily adapted for use at another. These activities are only samples of how oral communication can be highlighted.

Teachers should investigate the section entitled, "Expressing Ideas through Speaking and Writing" in the Handbook of Language Arts, PreK-2; 3-4. (See attached bibliography.) The strand on Speech and Composition, Handbook for English Language Arts, 5-12, contains numerous activities and approaches for developing oral language communication skills and WEDGE (Writing Every Day Generates Excellence) illustrates many oral communication activities as a part of developing writing skills.

Self-Assessment of Oral Language Skills and Activities

Teachers who implement a program of oral communication activities within the classroom may wish to monitor the progress of the youngsters in their classes. Below is a listing of observable skills that may be used as an assessment tool for each student or as a class profile to determine instructional needs.

To what extent does the student:

. use words and phrases appropriate to the situation?

. speak loudly enough to be heard?

. speak at a rate listeners can understand?

. use words that clearly express a thought?

. state ideas clearly?

. support ideas with important details?

. speak so the listener understands the purpose of the speech?

. convey to the listener a sense of the objects, events, and experiences?

. contribute when participating in small groups or panel discussions?

Performance Objective 1

Students will be able to use appropriate levels of language -- formal or informal -- for given situations.

Strategy 1: *Role Playing (Spontaneous) [Grades K-3]*

Set up various corners or areas in the classroom which will encourage spontaneous role-playing, e.g., a home living corner, a "store," an "office," a manufacturing plant.

Encourage the children to role play spontaneously in these areas during free play time.

Observe the children at play and help the children break through stereotyping of male/female roles so that girls may be bridge builders, auto makers and boys may take an active role in the home living area, by shopping, caring for children, arranging furnishings.

Stimulate role-play with suggestions for specific situations if needed. Ask questions such as:

. Would Mary really talk to her father like that?

. Would a storekeeper scold the customers? If so, when did you see this happen (where, etc.)?

Strategy 2: *Using the Telephone for Giving and Taking Messages [Grades 4-6]*

When using the telephone it is important for both the caller and the person answering to provide basic information in a courteous way. In order to lead children to this conclusion, you might tell a "wrong number" story in which the caller goes on and on before determining who the listener is. Ask students why such a mistake occurred and guide them to develop telephone opening scripts:

"Hello, this is the _____ home."
"Hello, may I speak to _____?"
"Just a moment, please; whom should I say is calling?"

or

"Hello, this is the _____."
"Hello, this is _____calling."
"Is _____ at home?"

Have the class practice taking messages for a member of the family who is not at home. Lead children in discussion about the times they took messages. Establish the idea that in order to take a message, it is helpful to have paper and pencil available. Place these items next to the telephone. Have children practice taking messages. Set up in advance the person being asked for and the purpose of the call.

Review procedures for using the telephone in an emergency. Begin with a discussion of the children's experiences with emergency calls. Show the children how to dial 911 or 0 (operator) for such calls. Have class practice placing an emergency call such as:

. Dial 911 for the police. Tell them that your little brother didn't come home from school yet. Your mother is working, and she won't be home for a while. Be sure to describe your brother, and give your name and address.

Have class practice child-child conversations.

· Call a friend in your class who has been absent from school for a few days because of illness. Find out how your friend is feeling and describe what is happening at school and the homework assignment.

· Call and invite a friend to your birthday party. Be sure to give all the necessary information -- the day, the time, the address.

Have class practice child-adult conversations.

· You're at your friend's house. Your friend's mother has invited you to stay for supper. Call your mother for permission.

. Call the dentist to change an appointment to another day and time. Be sure to write down the new appointment.

Finally, have class role-play adult-adult conversations. Use the situations noted here:

. You are Mr. McNeil calling the storekeeper to order groceries. The storekeeper will have to make a list so that she doesn't forget anything. Ask her to deliver the order. Be sure she has the correct name, address, and apartment number.

. You are Mrs. Smalls, and your baby is sick. Call the doctor and tell him/her what's the matter with the baby. Ask him/her what you should do.

. Call the building superintendent to complain that your apartment is very cold. Explain that there's no heat or hot water.

Evaluate the students' telephone conversations in terms of the Rules for Conversation listed below and the "special" way of speaking. Note the usage errors made by the children. Read them, asking the class to change them to the "special" way of talking.

Rules for Conversation

1. Listen carefully to the person who is speaking.
2. Use a conversational voice.
3. Speak clearly; don't mumble.
4. Don't interrupt; let everyone have a chance.
5. Each person should contribute to a conversation.
6. Be sure that you are all talking about the same thing.

Strategy 3: *Local Lingo [Grades 7-12]*

The above title comes from James Moffett and Betty Jane Wagner's book Student Centered Language Arts and Reading: K-13, and in turn was suggested or piggybacked onto the idea of Foxfire, a gathering of local lore collected and written by the students in the community.

In this instance the students will aim to compile a dictionary of words in current usage among the teenagers. They can tape-record as they listen to classmates, children in a playground, passengers on a bus, people at a party, or students waiting on the lunchline. Later, in class, the conversations can be played back and the students directed to listen for the words, note the usage, and answer the following questions:

. What does the word or phrase mean?

. How is it used?

. When are these words/phrases appropriate or in what situations are they appropriate?
. Role-play some of the situations using the actual words or phrases.

Compile a set of index cards as preparation for making a dictionary or perhaps as part of a research project to go along with the tapes to be housed in the department or school library.

Performance Objective 2

Students will be able to present both personal narratives which follow a chronological order or a cause/effect relationship and descriptive accounts.

Strategy 4: *Personal Narrative (Sequence) [Grades K-3]*

Ask the children to bring in photos or snapshots of themselves or their families. These can be shown on the opaque projector, or by seating children in a circle where they can all see the child in the center of the circle holding the photo.

Each child holds his/her photo or snapshot so that everyone may see it clearly. Then he/she tells the class what happened before the picture was taken, what is happening in the picture, and what might happen next.

Children ask the presenter questions about the pictures for which they need more information. These accounts can be written down or taped for later use.

Strategy 5: *Oral Narration [Grades K-3]*

The teacher models for the children and relates:

"This is a story which really happened to me. When I was in the first grade, I lost a book which my teacher had lent me. I was so sad, and I was afraid to tell my teacher about it, so I pretended that I'd left it at home. Later that day, my teacher came over to me and whispered in my ear that I should not worry about the book because somehow it was on her desk. Then she smiled at me so that I would know that everything was all right. But, to this day, I really do not know how that book got on her desk."

Ask the children if they have any questions to ask you and encourage them to talk. Then, ask them to select a partner (or assign partners). Say: "We are going to tell our own stories to each other. The story you tell must be real and true. It might have happened to you or to someone you know."

Move around the room to help children and to share in their stories. Ask if any children can retell their partners' stories.

This activity is a pre-writing one and can be followed by asking the children to draw or write their own or their partners' stories.

Checklist for Oral Narratives

Was the story real and true?
Did the story have a beginning, a middle, and an end to it?
Did the speaker tell the story so that you could follow it easily (chronological order)?
What did you enjoy about this story?

Strategy 6: *Self-Concept [Grades 4-6]*

Using yourself as model, begin lesson by stating, "I am an expert at ....."

Example: "I am an expert at swimming because....."

Ask for volunteers to tell what they consider their strengths to be and the reasons for their choice.

Have the students pick a buddy to discuss their own "I am an expert at ....." statements and explanations.

Volunteers then discuss their "I am an expert at ....." statements and explanations in front of the class.

The class enlarges upon the expert stories by stating how each student makes the classroom, school, and community a better place by his or her presence and talent.

Make a class chart of these talents for display.

Strategy 7: *Game — What's My Job? [Grades 4-6]*

Invite a group of students to play the game, "What's My Job?"

Prepare an index card for each participant with a job written on each (e.g., nurse, mail carrier, firefighter, chef, chauffeur, artist, teacher, laboratory technician.)

Give one card to each player. Allow the students a few seconds to think about the job on his/her card. Give help where necessary.

The students must describe the job without naming it, including some of the most likely duties this person has to perform. Tell the students to give this information in sequential sentences by describing a day on this job.

In grade 4, at least four items must be described by the player before anyone can start guessing. In grades 5 and 6, at least six items must be described.

When the job has been correctly guessed, discuss:

What was good about the description given by the student? What could be improved?

Strategy 8: *Sharing Personal Narratives [Grades 7-12]* *

Model a personal narrative for the students by relating a happening from your childhood. For example, tell about the time you got separated from your mother and you thought you were lost, or what happened when your head got stuck between the bars of the fire-escape, or how you got punished unjustly, or any other sure-fire personal or family story that will trigger the memory of a similar happening that you are willing to share. You can also read a selection from a book based on the author's personal experiences.

After you have told your narrative, ask the class to discuss what emotional issue was presented in the story. Then pair the students so that they can tell each other personal narratives about their childhood.

When students have exchanged stories, ask volunteers to tell their stories or their neighbors' stories to class. Refer to the item(s) below.

What makes an anecdote interesting (apart from effective oral delivery)?

. Is the episode of <u>interest</u> to the audience? Does it have excitement, emotion, humor, suspense, or surprise?

· Does the story have a point?

· Does it build to a climax?

. Is it finished? What else has to happen?

· Does it start at the right place? Does it end at the right place?

· Is it long-winded? Does it tell enough?

· Does it make good use of dialogue when needed?

Strategy 9: *Stimulating Narrative [Grades 7-12]* *

Another way to stimulate narrative is to have the students engage in role-playing as follows:

. You are the new kid on the block and you want to be invited to join the game.

. You have to phone and tell your best friend that you can't go out tonight.

. You finish your lunch at a counter and discover you don't have enough money.

. You are stuck in a stalled elevator with a kid you dislike.

---

*Both strategies are adapted from Division of Curriculum and Instruction, <u>Writing Every Day Generates Excellence</u> (New York: Board of Education of the City of New York, 1981).

Performance Objective 3

Students will be able to use informal modes of communication -- conversation, questioning, discussion, improvisation, creative dramatics, storytelling -- in order to share their ideas and feelings.

Strategy 10: *Theater Games (Nonverbal) [Grades K-3]*

Adding to an Environment: Create (or a child creates) an environment silently by doing something in that environment, e.g., in a playground. Someone who recognizes the environment joins in and adds to it by doing something else which is appropriate to that environment. Eventually, all children become part of the environment.

Making a Person: Form a circle. Pretend to pick up clay. Tell the group that the clay will be used to build a man or a woman, using parts of our own bodies. Pretend to remove your own nose and add it to the clay. Pass the clay carefully to a child. The children explain what they are doing as they in turn remove differents parts of their bodies and add them to the clay. Keep the activity going until an imaginary figure is completed. Continually coach with comments such as "Be careful. Don't drop her. Oh, she looks so strong. That's a good arm."

Strategy 11: *Theater Games (Verbal) [Grades K-3]*

Verbal Mirrors: Start with mirror imaging. Discuss how the children have to follow exactly what you are doing. Introduce the idea that we can also imitate what people say. Ask them to watch you carefully and to repeat what you say after you say it first (echoing). Say individual numbers, letters, words, followed by several items strung together (1, 3, 5; a, b, d; coat, hat, shoe). Introduce the idea that we are now going to play "Verbal Mirrors" in which the children must say what you are saying at the same moment you are saying it. Begin with a simple expression such as, "Good morning"; bring to their attention that they must try to follow by paying strict attention and concentrating on what you are saying. Begin to talk very slowly; as they begin to get the idea, you can speed up to natural speech. The idea is not to play for speed but for accuracy of the repetition by the children.

Variations:

1. Pair off children. One starts a story, the teacher calls, "Change," and the second child picks up the story and continues. At the teacher's call, "Change," the original child takes over.

2. Pair off children as in the first variation. One starts the story as another child imitates. When the teacher calls, "Orange," the second child begins his own story. When "Orange" is next called, the first partner picks up the thread of his/her own story and continues. At the next call of "Orange," the partner continues his/her own story.

Strategy 12: ***Pantomime [Grades K-3]***

Tell a whole story in pantomime.

Perform a pantomime with a sequence of discrete actions, e.g., open the closet, take out a glass, close the closet, go to the faucet, open the tap, take a glass of water, close the faucet, drink the water, put the glass down.

Ask children to describe the pantomime.

Tell the class that you are going to pantomime the same story, but this time plan to leave things out and not do the whole story. (Omissions: don't turn the faucet off, don't swallow, don't put the glass down.)

Have children discuss what was left out of the pantomime. Ask class to compare the two pantomimes. Help children to discover that in order to do a really good pantomime it is important to pantomime the whole story.

Develop cause and effect concept formation.

1. Display first set of cause and effect illustrations. (Cause picture: entire egg; effect picture: cracked egg with baby chick peeking its head out.)
2. Have children discuss these questions: What caused what? What happened? Stress the need to tell everything that might have occurred.
3. Call upon individual children to pantomime the first cause and effect relationship. Tell them to be sure to pantomime the whole story.
4. Have class evaluate pantomime.
5. Repeat this procedure for these sets of cause and effect illustrations:

Glass	Broken glass
Roller skates	Band Aid
Child with ice cream cone	Child crying with no ice cream
Happy boy	Boy with blackened eye and sad face
Girl in party dress	Dirty, disheveled girl
Mr. Wind blowing	Person shivering and buttoning coat
Mr. Sun shining	Person looking hot and mopping brow

Strategy 13: *Surprise Box [Grades K-3]*

Keep a Surprise Box (or drawer) in the classroom, a place where you can keep the objects and pictures which the children bring to school. Explain this to the children so that they understand the purpose of the Surprise Box.

Invite the children to go to this Surprise Box either in pairs or in small groups during their free time. Encourage them to talk together about the items which they find interesting, unusual, or special in some way.

Bring the class together for a discussion time. Ask the children to tell about what they found in the Surprise Box. Encourage the children to ask questions of the presenters.

Strategy 14: *Memory Game [Grades 4-6]* *

This exercise is called, "Taking in the usual." There are seven questions for you to answer after you've come back from a walk in the neighborhood. Close your eyes and try to "see" the question in your mind's eye. Later, check as many as you can out in the world. If you are working with a partner, or as part of a committee, talk about these questions together:

1. On traffic lights, which color is on top?
2. Does a stop sign have six sides or eight?
3. Is there a street sign at every corner of an intersection?
4. If not, how many are there, usually?
5. Do the numbers on the houses of your street go by 2's or 4's or what?
6. Is there a public telephone near this school? If not, where is the nearest one?
7. On which side of the telephone is the coin return slot?

Strategy 15: *Discussion [Grades 7-12]*

The aim of discussion, "group talk," which is embedded in all Communication Arts activities, is to develop thinking skills necessary for effective verbalizing. In order to involve as many students as possible, set up small groups to engage in discussion. In small groups all the students can participate, hear each other, and provide instant feedback.

Model a discussion for the students by reading a "Dear Abby" type of letter and lead the class by questioning:

. What is the dilemma or question posed?
. Discuss possible solutions.
. Contribute possible solutions.
. Listen to other suggestions.
. Respond to each other.
. Sum up the group recommendations.

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*Marilyn Burns, The Book of Think (Boston: Little, Brown & Co., 1976), p. 35.

Set up small groups of four or five students, each group getting the same letter. Look for a letter about an issue that will polarize the group or a letter that is based on a quandary or use an incident from literature, e.g., the birth of the pony episode in The Red Pony.

Ask student representatives from each group to share with the large group their group solutions/recommendations. Then throw this open for large group discussion.

Performance Objective 4

Students will be able to use formal modes of communication (announcements, invitations, prepared statements, drama, individual and committee reports) in order to share ideas and feelings.

Strategy 16: *Storytelling or Storyreading [Grades K-3]*

Read the book Sam by Ann Herbert Scott.

(N.B. It is strongly suggested that no substitution be made for this story.)

Introduce Sam and show his picture on the cover of the book. Ask the children to describe Sam's mood. Ask why he feels that way -- what could have happened to him. Establish that Sam feels very sad. Allow a discussion of Sam and why he looks so sad. Ask, "What makes you feel sad?" Discuss the children's experiences.

Say, "Let's find out just what made Sam so sad." Read the story, pausing to show the extraordinary illustrations.

Discuss what made Sam so sad. "Poor Sam. He was in everybody's way, and nobody wanted him around. Did anything like this ever happen to you? Tell us about it." Discuss the children's experiences.

Using the illustrations in the book, have the children retell the story of Sam in proper sequence.

Act out the story of Sam and his family.

Strategy 17: *Radio Commercials [Grades 4-6]*

Using the radio program format, introduce the concept of commercials:

. Who pays for radio time?

. What is a commercial?

Have students bring in various items that might be used for commercials: milk containers, toys, soap, school supplies, etc.

Have a student pick an object he or she feels can be "sold" to a listening audience. Note: There can be no reliance on visual aids since this is radio and must depend on oral communication only.

The class rates the commercial on rating sheets:

Rating Sheet for Commercials

Effective_____	Not effective_____
Why_____	Why_____
_____	_____

The class discusses what made the commercials effective or not effective. For example: details of product, enthusiasm, tone of voice, speed/presentation.

Discuss the important features of a spoken commercial.

For extra emphasis, have students listen to a commercial with eyes closed or have student who is doing a commercial do it behind a curtain or screen.

What qualities are important to oral communication?

Voice presentation (tone, inflection, pacing, etc.)
Details (information)
Patterning (enthusiasm)

Strategy 18: *TV Interview Game [Grades 4-6]* *

Explain that this exercise is called, "You Only Get Three." You are a TV interviewer (Mike Wallace, Barbara Walters, or anyone you want to be). On your program, different people come to be interviewed. You want to learn as much about each person as you can. You have time for only three questions. What three questions would you ask of each of these people?

Person #1	Someone your age who has an identical twin.
Person #2	A teacher who has just received the award for Teacher of the Year.
Person #3	A person who has just won a million dollars in a contest.
Person #4	A person who won a million dollars in a contest a year ago.
Person #5	A famous athlete who was forced to stop playing because of a broken leg.

Try to "see" each person; give each person a name and description. Make up some details about them, such as the contest. It could be BINGO or ZINGO or another famous contest or lottery in New York. You may do all five persons or select the ones most interesting to you.

*Marilyn Burns, The Book of Think (Boston: Little, Brown & Co., 1976), p. 101.

Strategy 19: *Interviewing [Grades 4-6]*

Explain to the class that interviewing is a technique which reporters use to get information. Say, "Today we will interview each other in our class. We will be reporters and people being interviewed. Each of us will be both."

Distribute the Student-to-Student Interview Sheet. Go over the questions with the class.

Ask one child to come to the front to be interviewed. The teacher models the technique and acts as a reporter. When the interview is finished, reverse roles.

Divide the class so that each child has a partner with whom to work. Tell the students to write down the answers as best they can. They may also wish to sketch or draw to add to the answers. Allow sufficient time for this activity (20 minutes at minimum). Students reverse roles so that each child plays two parts: reporter and person being interviewed.

After all have finished, select several pairs to report their interview information by telling the class about the person they have interviewed. For example:

> I am Joanne of Class 4-412. I was the reporter. I interviewed Peter of class 4-412. I learned that Peter likes handwriting. It's his favorite subject because he likes to write to famous people. His favorite foods are pizza, spaghetti, and sweets of all kinds. He has one hobby -- baseball. He belongs to a team in the neighborhood and ....

The rest of the class may question Joanne and Peter for more details and to help expand the interview report. They may ask Joanne to find out other information or to ask Peter to give true examples from his life in order to make the story more interesting and personal.

NOTE: An interview form can be found on page 21.

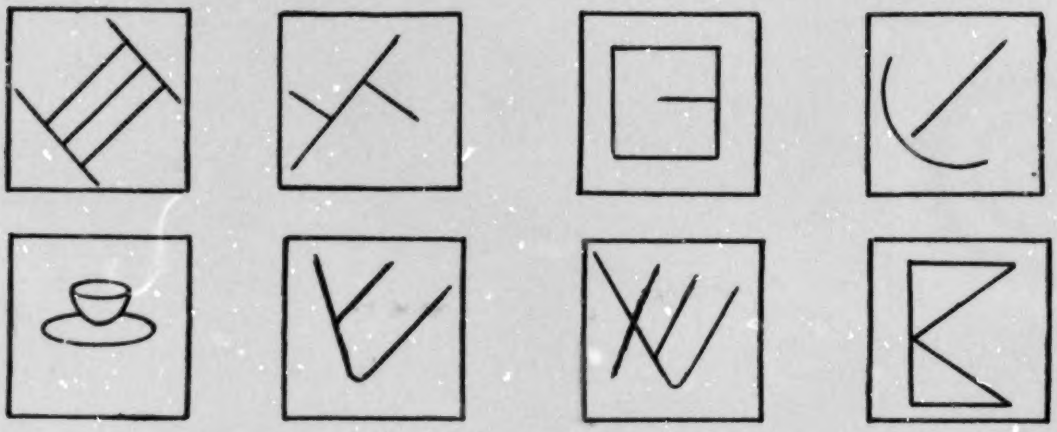
Strategy 20: *A New Zodiac System [Grades 7-12]**

In many cultures, people look to the stars for guidance in their daily lives or for special events, e.g., date of marriage, date of moving, etc. One of the most popular features in several newspapers is the horoscope section.

---

*Adapted from a workshop conducted by Charles Chew and Sheila Schlawain of the New York State Education Department.

Invite the students to design a new zodiac system. Make up a set of cards using made-up symbols. There should be four of each kind.



Distribute the cards face down to the students and have students do the following:

. Turn over the cards and hold them up.

. All students with the same cards form groups.

Distribute a task card to each group with the following instructions:

. You are going to design a new zodiac system.

. Look at the symbol and decide what it stands for.

. What name will you give the symbol?

. What dates will it encompass?

. What special qualities will persons born under the sign possess?

. At what activities will they succeed?

. What activities should be avoided?

. What advice do you have for them today?

Student-to-Student Interview Form

(Name) _____ of class _____ is asking the questions.

(Name) _____ of class _____ is answering them.

Q. What is your favorite subject in school? Why?

A. _____

_____

_____

Q. What are your favorite foods?

A. _____

_____

_____

Q. What hobbies do you have?

A. _____

_____

_____

Q. What are your favorite TV shows?

A. _____

_____

_____

Q. Who are your favorite friends?

A. _____

_____

_____

Prepared by Patricia Flaherty
"City As Curriculum" project

Performance Objective 5

Students will be able to conduct themselves in social situations using social amenities ("Please," "Thank you," "My name is _____," "May I introduce my friend, _____").

Strategy 21: *Role Playing and Dramatizing [Grades K-3]*

The teacher says to the children:

"Let's pretend that we've just arrived at a party. Most of the other children have been there before we arrive. We don't know everyone in the room, though. It's very important that we introduce ourselves to everyone there. I'll start. 'Hi, my name is Anne. I'm really happy to be at this party. What is your name?'"

Allow the children (a group or whole class) to move around the classroom greeting as many children as possible within two minutes.

Invite two or three children to do this activity in front of the rest of the class, helping them wherever needed.

Have the children return to their seats. Ask them what else they could add when they introduce themselves. Sample ideas:

"Aren't you in my sister's class?"

"I'm glad to meet you."

"Sorry I was late, but ....."

"Can I help you with ....?"

"Thank you for inviting me today."

Continue playing this game, but for the second lesson begin role-playing. Tell the children that one child will be the birthday child; the others will be the guests, some of whom will need to be introduced to him/her. Set the "stage" for the children, then ask them to "be" the "characters." Remind them to introduce themselves and to pretend that this is a "real" party.

When finished, discuss the following questions with the children:

. How did you feel when you came into the room and had to introduce yourself?

. How many children introduced themselves to you?

. Suppose you had gone to a party where you knew very few children and no one came up to you to say hello. How would you feel? What would you do?

Continue this activity as you develop other social conventions with the children ("Please open the door," "Excuse me, may I speak now," etc.).

Strategy 22: *More Role Playing and Dramatizing [Grades K-3]*

Say, "Today we'll have fun talking about ourselves and the things around us. We're going to pretend to meet new people. Let's start pretending right now."

Have pupils practice introducing themselves. Say, "Introduce yourself. Pretend that your mother and father are busy in the kitchen, and the doorbell rings. Your mother asks you to answer it and you do so. There is a lady standing there who says,'Hello, I'm Mrs. Jones. Who are you?' What would you say?" Encourage the response, "I'm Joey. How do you do?" (Define this to the class as introducing yourself.) "The lady asks, 'Where is your mother?' What would you say? " Encourage: "She's in the kitchen." Ask the class if that is correct. (Accept the reply, "She's or she is . . .") Have several children role-play similar situations, using the same structured pattern. Change the people who come to the door as suggested by the children. Again reinforce the idea that this is introducing yourself.

Have the class practice making introductions. Say, "This time, let's pretend that your friend comes to call for you. Your mother doesn't know your friend, so you will have to introduce your friend to your mother." Structure the situation as follows, having the child answer the door and greet his/her friend.

Child:	I'm all ready to go, but first I want you to meet my mother. Mother, this is Mary. Mary, this is my mother, Mrs. Witherspoon.
Mary:	Hello, Mrs. Witherspoon. It's nice to meet you.
Mother:	Hello, Mary. Where are you children going?
Child:	We're going to the playground. I'll be back at suppertime.
Mother:	Have a good time. Goodbye!
Children:	Goodbye!

Write down the usage errors made by the children. Read them, asking the children to change them into their "special" way of speaking.

Strategy 23: *The Three W's (Who, What, Where) [Grades 4-6]*

Practice forms of the verb to be verbally as in the examples given.

Examples:

I'*m* Maria.
You'*re* Tyrone.
He'*s* Billy.
She'*s* Carla.
We'*re* children.
We'*re* in Class _____.
We'*re* standing in the front of the room.
They'*re* standing in the back.

Deborah'*s* absent.
She'*s* not in school.
You'*re* children.
You'*re* in your seats.
John'*s* in the library.
He'*s* not here.
The book'*s* on the table.
It'*s* long and red.

Riddle games are excellent for reinforcing usage, e.g., "I see something round. It's red. It's in the back of the room. What is it?"

Have students repeat the examples given, adding to each. For example, "I'm Maria. I live at 2325 Craydon Road. Who are you?"

Strategy 24: *Evaluating Language [Grades 7-12]*

Ask students to identify speakers who have favorably impressed them.

Ask them to describe why they like the way these people talk.

Although this discussion will serve as a review for many aspects of speech, the teacher should focus specifically on the use of vivid, clear, and precise language.

Play a recording of a speaker (Barbara Walters, the TV personality; President Reagan; the ball-player, Reggie Jackson, being interviewed after a game).

Have students evaluate the speaker's ability to communicate effectively with specific regard to the appropriateness of the language used.

Ask students to suggest changes in the speaker's words which would add greater precision. (They might be asked to make suggested changes in vocabulary if the audience for the speaker were a group of teenagers.)

Performance Objective 6

Students will be able to speak or read aloud with understanding, phrasing, stress, clear enunciation, appropriate audibility, and dramatic quality.

Strategy 25: *Voice Audibility Levels [Grades K-3]*

Say to the class, "I'm going to tap someone on the shoulder. That person will say, 'Hello, boys and girls.'" Tell the children to close their eyes and try to guess whose voice they will hear next and to identify a particular child by his or her voice.

Ask, "How did you know that it was Mary's voice?" Develop the concept that voice is the sound that people make. Play the game so that many children have a chance to speak.

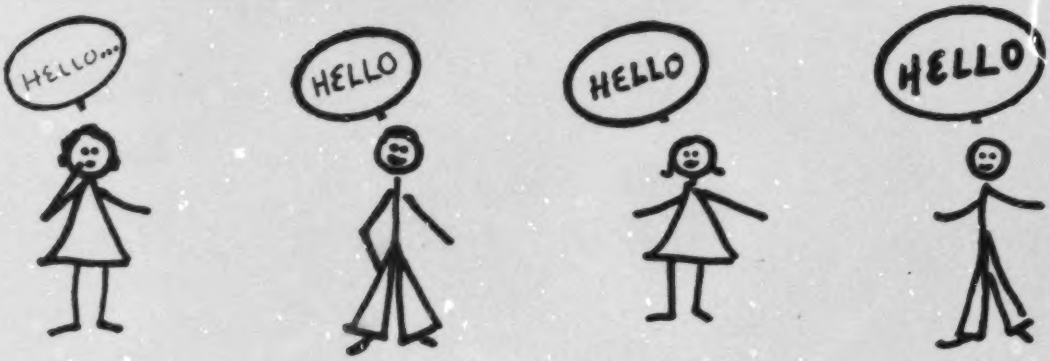
Say, "Suppose Mary was telling you a secret. Would she use her voice in the same way as when she said 'hello' to us? Where do we usually use a very soft voice?" Encourage responses such as: when we work in class, in a hospital (or library or church, synagogue, etc.).

Select a child to go to the back of the room and face the wall. Choose someone else to stand in the front of the room. Say, "Now let's pretend that we are in the playground. Suppose that Jamie (at back of room) wants to call Maria (at front of room). Do it! What kind of voice did Jamie have to use so that Maria could hear him? Where else would we need to use a loud voice?" (Possible answers are: swimming pool, auditorium stage, gymnasium, on the street with noise of traffic, when we speak to a person who does not hear well, etc.)

Ask, "When we speak in our class, why isn't a very loud voice good? A very soft whisper? Then let's try just the right voice for talking in our room -- it's one that is not too soft nor too loud. Try it out now." Practice this voice.

Develop a chart similar to the one shown by involving the children in games for each kind of voice appropriate to the setting. (See chart on next page.)

HEAR OUR VOICES!



WHISPER	CONVERSATION	CLASSROOM	ASSEMBLY
to tell a secret	to talk to a friend or partner	to talk or read to the class	when you're on stage in a play
when you're in a library or hospital	when you go shopping	to ask a question in class	to call to someone far away
when you would bother someone by talking out loud	on the telephone	to give a report or show and tell	when you are in the playground or on the street
	when you meet a friend at a party		

Strategy 26: *Self-Concept [Grades 4-6]*

Show children various company logos and symbols.

Examples: Kellogg's - Tony the Tiger
Volkswagen - Rabbit
Cadillac - winged emblem
Macy's - red star

Have class discuss why companies have emblems (easy recognition, prestige, shorthand language, unifying aspect).

What are some symbols that would identify each of us in class?

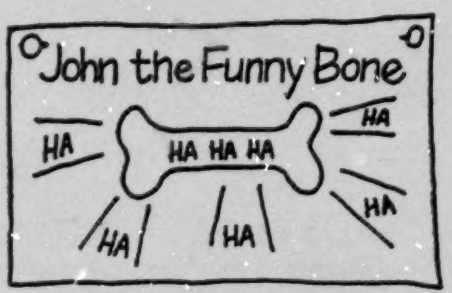
How do companies use symbols? (ads, company uniforms, stationery) How do these emblems relate to the company being advertised? (rabbit - demonstrates small animal with speed)

Model using self as prototype, discuss how a red pencil might be used for a logo (or star, chalk, tennis racket) and elicit from children how the logo identifies the teacher.

Teacher asks children to think about various self-characteristics (personal, academic, athletic talents, etc.).

Children then verbally express their personal logo. Each child goes up to chalkboard, draws a logo and then explains it to the others. The teacher invites questions from the class in order to enlarge the discussion.

Example:



Strategy 27: *Storytelling and Retelling [Grades 4-6]*

Select a short story or section of a story (about ten minutes in length) from a basal reader or trade book. The students read this story silently or orally.

When they have finished reading, tell the students that they are going to describe the story by retelling it in their own words. Each student will add his or her part to the story when finished. The story must sound logical and whole, as though only one person had told it from start to finish.

Now look at The Speaker's Strategy List. Discuss the items with the class:

<u>The Speaker's Strategy List</u>

1. Speak clearly.

2. Use words that others will understand (clear grammar, specific language).

3. Stay on the topic.

4. Use a clear organization so that all parts of the story fit together in a logical way.

. What strategies did the storyteller use?
. Did you find any other strategies?
. Are there any ways that the speaker could have improved the description?

Strategy 28: *Preparing the News Show [Grades 7-12]*

Divide class into groups of four or five. Ask each group to work as a news team to prepare and present a five-minute television news program.

Provide each news team with the source of information it will use to build its show, preferably newspapers or current events magazines. (Nursery rhymes might provide a humorous addition.)

Ask each group to select its anchorperson/group leader/news reporter/sports reporter/weather person. Have each student select, edit, and rewrite his/her material to be used in the presentation.

Have groups prepare their scripts and rehearse for the news broadcast. Require students to use visual aids (note cards, weather map, etc.). As each group makes its presentation, videotape the activity.

Have the rest of the class be prepared to give feedback according to agreed upon criteria. After all presentations have been made, conduct a class discussion based on the feedback.

View videotape of newscasts to determine student's ability to use media, to present a speech, to introduce and conclude messages, to employ logical/sequential order, and to speak clearly and concisely.

Lead students in an assessment of the products, discussing with participants how their newscasts might have been improved.

Performance Objective 7

Students will be able to serve as panel members for purposes of discussion and sharing of ideas related to a specified problem or issue.

Strategy 29: *Panel Discussion [Grades K-3]*

The teacher selects an occasion or an item which is controversial yet very familiar to the children.

Example:
- The children in the kindergarten and first grade will not be allowed to _____. How do you feel about this?
- The housing project does not allow anyone to have pet animals in their apartments. Is this a good idea? Why/why not?

Encourage children to express their feelings and opinions for both sides (pro and con). For those who are ready and able, arrange for speakers for each side of the issue to speak to the class in a panel discussion:

Example:
How do you feel about _____?
Why do you believe that _____?
What would you do if you were in charge?

Invite the children (in the audience) to listen to each speaker. Tell them that they will be able to ask their questions when the speaker finishes but that they must talk about the problem (issue) so that everyone keeps on the topic.

Example:
I agree with _____ because _____
or
I don't agree with that. I think that _____ is better.

When the children have participated in this type of sharing of ideas, help them to evaluate themselves and others.

. List what the children learned (content):

- that children need to have pets.
- that rules are necessary when we live together in a large apartment house, etc.

. List what made us listen carefully:

- The speaker spoke loudly enough so we could hear what he/she said.
- We could understand why the speaker felt as he/she did.
- The speaker gave reasons and helped us to learn this way.

Strategy 30: *Panel Discussion "Do People Always Handle Authority Properly?" [Grades 4-6]*

We are going to consider some situations in which people may or may not have used their authority properly. Students may want to role play these situations.

Read the stories below to the class.

a. Your teacher is very strict. He/she has made a rule that any student who has not handed in one homework assignment on time will automatically fail the class. He/she has also stated that no excuse will be accepted for failure to follow this rule.

   Because of an emergency at home you were unable to complete one homework assignment. You are doing well in the class but your are afraid that you may fail the course because you did not hand in this one homework assignment.

b. A park attendant blames you for littering the play area of the park. He tells you that you cannot come into the park again. You did not litter the play area.

C. It's your first day at a new school. You walk in the wrong door. The security guard stops you and detains you for report to the principal. You are willing to go in the other door, but the guard does not listen.

Ask the class to discuss the following:

- Did any of the persons in authority in the above situations abuse his/her power? If so, how?

- In what ways might persons in authority use tone of voice, attitude or facial expression as an abuse of their authority?

- How would you deal with the strict teacher in incident number 1? (Student may wish to role play this.)

- Have you ever been in a position of authority (crossing guard, school monitor, umpire, referee, babysitter)? How did you use your authority in that situation?

Hold a panel discussion on the responsibility that goes along with authority, or ask students to judge the situation.

Set rules for the panel discussion:

There will be [6, 10, etc.] panelists who will present their thoughts/ideas on the question, "What are the responsibilities that go with authority?"

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*Adapted from Division for Curriculum Development, Citizenship in New York City (New York: Board of Education of the City of New York, 1982), pp. 75-78.

- Each panelist will have ____ minutes to give his/her ideas. Each person must stop when told, whether finished or not.

- Panelists will begin by stating their point of view, "I believe the most important responsibilities ..." and then give the supporting reasons for these views, trying to persuade the class to agree with them.

- At the conclusion of the presentation, ask other students to summarize what was said.

- Ask, "Did anyone change his/her mind or learn something new about this problem as a result of hearing these participants? What helped you to realize that there is more than one side to most problems?

Strategy 31: *Debating Issues [Grades 7-12]*

Review the entire activity with the class, including time limits.

Introduce the notion of a debate by inviting students to generalize and extrapolate rules from games with which they are familiar. Elicit ideas, strategies, and concepts and record them on the chalkboard (e.g., team, opponent, pro/con, offensive/defensive, rules, procedures).

Present (oral or written) basic debate rules to be followed.

Have students brainstorm criteria to be satisfied by a speaker in a debate. List all suggestions on the chalkboard; then review and have the class agree on and note up to ten criteria they will use.

Examples:	relevance	use of time and rules
	clarity	use of notes/cue cards
	focus	logical relationships

Have students select a topic for debate (preferably one that will polarize the class), divide into two teams, and prepare presentations.

Hold the debate. Have each student rate each speaker according to the agreed-upon criteria.

Discuss the debate in terms of student objectives, criteria, and ratings.

Average the team ratings and announce the winner!

Performance Objective 8

Students will be able to participate in a variety of oral language activities in a communication arts context (poetry readings, choral speaking, or recitations before an audience; Show and Tell activities; telephone conversations; roleplaying in a classroom setting; committee reports).

Strategy 32: *Choral Speaking [Grades K-3]*

Teach the children "Hickory Dickory Dock" as a story about a clock and a mouse. Say/sing the rhyme for the children until they can repeat it with you with ease.

When the children have it memorized, begin to arrange the rhyme for choral speaking. There are many different ways to do this. Here is one:

Start with everyone saying: Tick, tock, tick, tock, tick, tock, etc.

Boys: Hickory, dickory, dock
Girls: The mouse ran up the clock.
Boys: The clock struck one,
Girls: The mouse came down.
All: Hickory, dickory, dock
Teacher: Tick, tock, tick, tock, tick ....(softly)

Rearrange the rhyme so that there are solos, too.

Have the entire class say the rhyme softly all the way through. Then point to children who must be ready to "come in" as soon as the teacher points to them.

Change the tempo -- from regular tempo to very fast, ending very slowly.

Use a metronome as background sound or have some tap the rhythm evenly as the children say the choral piece.

Strategy 33: *Using the Telephone in an Emergency Situation [Grades K-3]*

Discuss what an <u>emergency</u> could be. List words on board or chart.

Examples: You are in school. No one has come to pick you up.
You are at school and feel ill. You want someone from home to come to your class now.

List and use appropriate vocabulary words and phrases.

Examples:

dial	stomach ache
help	accident
speak	my name is
emergency	

Model a situation for the class through role-playing.

Set up two telephones (toy or make-believe) in two parts of the room. Develop a Telephone Emergency Chart for children to follow.

Use pictures or symbols where necessary so they will know what to do for each kind of emergency.

Discuss with class the statements they think are important to make. Write some of these down and read them to the class. Invite two children to show how one would be the speaker and one the operator. Guide them as necessary.

Continue this lesson so that other children get a chance, or divide class into pairs, and continue.

Remind children that the conversation must be clear to the listener, that the listener must also be able to hear what is said.

Follow-up

Set up a chart with a "script" (what to say).
Develop a Telephone Rating Sheet so that each child may rate him/herself.

Strategy 34: *Using the Telephone in an Emergency Situation [Grades 4-6]*

Discuss what an emergency situation consists of. List vocabulary words and phrases on chalkboard or chart, as given to you.

Develop with the class the definition of an emergency as a situation in which life or property is in danger.

Ask each student to name an emergency situation he/she has seen or heard about. List each suggestion given.

Ask students how to get help on the telephone in an emergency situation. Discuss these answers.

"What information should you give the operator in order to get help?"
"How should you speak into the telephone so that you can be heard clearly without shouting?"

Develop a chart on "What to Do in an Emergency."

1. Dial 0 (for operator) or dial emergency number 911.
2. When person answers, say, "This is an emergency."
3. Give your name; give the exact address of the emergency.
4. Give the phone number (of the phone you are using).
5. Answer any questions the operator asks.

Set up a simulated phone situation (two "telephones" on separate tables in different parts of the room) in front of the class. Try to find out what a "real" emergency operator would say.

Outline an emergency situation for children to role-play (one child is the speaker; the other, the operator). See Operator Cue Cards* below:

OPERATOR CUE CARD

1. When the phone rings, answer by saying, "Operator."

2. Listen to the caller.

3. Be ready to ask questions if the caller does not tell you "This is an emergency!":

   (a) The address of the emergency
   (b) His/her name
   (c) His/her telephone number

(other side)

4. When the caller finishes, say, "Thank you. Hang up now, but please stay close to the phone in case we need more information from you."

5. Hang up your phone.

*Adapted from Project Signals, Activities in Speaking and Listening, Book IV (Norton, MA.), p. 16.

Distribute a "Telephone Emergency Rating Sheet" for students to rate one another (see page 42). Continue this lesson so that as many students as possible get a chance.

Follow-up

- Pair students for other emergency situations; tape the oral conversations for playback by children involved.
- Ask children to draw or diagram an emergency situation and describe this in a small group situation.
- Explain about the use of "911" for true emergencies only.

Strategy 35: *Choral Speaking [Grades 4-6]*

Select a poem, section of a story from a trade book or basal reader, or a piece written by a child in your class.

Poem
by Langston Hughes

I loved my friend.
He went away from me.
There's nothing more to say.
The poem ends, soft as it began.
I loved my friend.

Read the selection aloud, using good phrasing, intonation, clear enunciation, and expressiveness, as a model for the class.

Tell the children how they will be given special roles for the reading. The teacher may wish to list these on the chalkboard or on a chart, or on a rexographed script for the children.

The entire cast (class) reads the selection aloud together. This is the first reading. For the second reading, divide the selection into sections. Using the Langston Hughes poem, divide the poem by lines.

Sample Script:

Group 1 (half the class):	I loved my friend.
Group 2 (the other half):	He went away from me.
Group 1:	There's nothing more to say.
Group 2:	The poem ends.
Group 1:	Soft as it began.
Group 2:	I loved my friend.

Then reverse the groups so that everyone has read it through.

For the third reading, select solo readers for the title. Select different trios for each of the next lines. Conclude with a solo for the last line.

Sample Script:

Jose:	Our selection is called, "Poem."
Alicia:	Written by the American poet, Langston Hughes.
Mary, Jo, Ellen:	I loved my friend.
Jack, Peter, Reggie:	He went away from me.
Anne, Alaire, Edith:	There's nothing more to say.
Steve, Bob, Jamie:	The poem ends, soft as it began.
Lucy:	I loved my friend.

Add sound or music to the background. Make a stage setting for the reading by arranging children's places on the "stage." Let it be dramatic and memorable.

Strategy 36: *Pantomime (Expanded) [Grades 4-6]* *

Explain to the class that pantomime is a wonderful way to act out any kind of idea, object, or feeling without using any spoken language.

Select a theme such as traveling in our city. Brainstorm the many things which people have to do when traveling. Add to these:

buying a token
boarding a train
showing your bus pass to the driver
getting off a bus
going through a subway turnstile
getting on a crowded train (at rush hour)
watching for a station

As another activity related to this one or as an extension of it, consider what objects do. Ask, "How would you feel, how would you move -- if you were any of the following and then show us how you would act:

a subway turnstile
a subway train door closing, opening
an airplane taking off, landing
a suitcase coming down the slide at the airport
or going round and round at the luggage section
a car in a traffic jam on the highway
a car trying to move in the snow or on an icy road

A few specific questions to speed your pantomime on its way are:

. Can you pretend you're driving a car on a busy highway? in a traffic jam?

*Adapted from Division of Curriculum and Instruction, Physical Education Grades K-6 (Board of Education of the City of New York, 1979), pp. 227-31.

. Can you pretend you're waiting for a train and then get on it?

. How would you board the train if it were empty? if it were crowded?

. Can you be the passenger on a bumpy bus which stops short at a bus stop? or at a red light?

. Can you carry two heavy suitcases, one in each hand, and go up the gangplank of a ship?

Invite a group of students to try these ideas for the class to see. Later, divide the class into small groups of 5-6 children and give each group a chance to develop this theme.

Have other students describe the actions of the students who are pantomiming. When students pantomime objects, other students might want to repeat thoughts of the objects.

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Strategy 37: *Poetry Reading and Writing [Grades 4-6]*

Tell the class, "Sometimes people feel so blue that they write a poem, a song, or some music. The type of music you just heard is called "the blues." There's a very famous writer named Langston Hughes who wrote a poem called "The Blues." Listen while I read it to you."

When the shoe strings break
On both your shoes
And you're in a hurry --
That's the blues.

When you go to buy a candy bar
And you've lost the dime you had --
Slipped through a hole in your pocket
somewhere --
That's the blues, too, and bad!

Discuss the poem. Ask, "What made this child feel so blue? Did the child find the dime? Did the child get the candy? Then he/she is still blue; That's the blues."

Say, "Let's share with each other the things that make us feel blue. Who'd like to tell us about a time when he/she had the blues?" Elicit several ideas from the children and write them on the chalkboard.

Say, "Look at all the blues we have. We can write our own poem about the blues. Let's try." Help the children construct four-line stanzas, the last line saying, "That's the blues." For example:

When your mother didn't sign the paper
And you can't go on the trip
And everyone else is going --
That's the blues.

After helping the children to construct their own poems, compile a class book with a blues poem by each child.

Strategy 38: *Shop and Tell [Grades 7-12]* *

Any problem that the students face can be the focus of a discussion. Suppose, for the sake of demonstration, that one of the student's raises the issue of the hidden high cost of fast food. This can lead to coordinated research utilizing eyewitness reporting, consumer surveys, taste tests, interviews, even practical application of mathematics.

Students then share their findings with each other and make oral presentations to other interested groups as well. The activity can be enlarged to include recommendations, best buys for the money, comparative shopping, examining the role of advertising, use of give-away coupons, etc.

*The title comes from James Moffett's consumer research activity.

TELEPHONE EMERGENCY RATING SHEET*

Caller's Name _____

Rater's Name _____

Check what the caller says without help from the operator.

Date _____

Does the caller:

stay calm?	_____
speak clearly?	_____
dial correctly?	_____
say, "It's an emergency"?	_____
describe the emergency?	_____
give the complete address?	_____
give his/her name?	_____
other _____	_____
_____	_____
_____	_____

Use this form as a starter.

Adapt it. Build on it.

*Adapted from Project Signals, Activities in Speaking and Listening, Book IV (Norton, MA.), p. 17.

Performance Objective 9

Students will be able to demonstrate improved language competence or fluency; for example, their speaking vocabulary will be larger and they will make more use of oral language for narration and persuasion as pre-writing activities.

Strategy 39: *Role Playing with Dialogue [Grades K-3]*

Set up a series of role-playing activities for the class, including situations between:

teacher - child
mother - child
father - child
child - child

Have the children improvise dialogue to develop each situation. After they have done each of these, discuss the differences in the way the child spoke to the other character in the scene. Continue with this activity so that the class will consciously adapt to the roles they are playing.

Elicit from the children examples of how they made adaptations to their audience. Questions such as the following might be considered:

. How would you ask your mother for something you wanted?
. Would you ask your father in the same way?
. How would you tell a story to your baby brother or sister?

Encourage the children to cite specific examples from their own experience which illustrate this adaptation.

Strategy 40: *Brainstorming for Ideas and Feelings about a Situation [Grades K-3]*

Tell the children that everyone in the class has <u>many</u> ideas and feelings about a situation, e.g., going to the dentist, getting a "shot", going to bed early so that you miss all the fun, coming to school every day, doing homework. Some of us are not even aware that we know as much as we do.

Try brainstorming by selecting an appropriate situation for your children and ask them to give their ideas and feelings about it. Example: Traveling in our city.

Establish the ground rules for brainstorming:

1. All ideas are accepted.
2. No one may criticize any thoughts given at this timne.
3. Anyone can use another person's idea and add to it.
4. We are not marked for this.

List all the ideas and feelings on the chalkboard or chart, as given by each child. See how many can be generated. Encourage children to speak and to feel comfortable about sharing their thoughts. Give some ideas of your own, too.

Example:

traveling by:		we travel to go to:
subway	plane	school
bus	train	our friend's house
car	truck	the doctor, dentist, clinic
taxi	barge	the stores
limousine	ocean liner	the beach, etc.

When you have many ideas listed, read these, or ask the children to do so aloud. The child who gave the idea may wish to read his/her own.

Ask the class (call on as many children as possible) what ideas they have found out about since they brainstormed together. Model this for the children by telling them: "I knew many things about _____, such as: _____, _____, and _____. I learned some new ideas too, such as _____ and _____.

Follow-up

Categorize the idea output with the class, showing them how to do this while you guide them in categorizing. Select another appropriate situation for brainstorming.

Pair children together so they may talk to one another about the topic to share ideas and get new ones.

Add to your Brainstorming Situations List by asking children to contribute ideas for this purpose. This can be a homework assignment.

Strategy 41: *Discussion and Illustrations [Grades 4-6]*

The teacher and students bring in examples of symbols and pictures of animals which have been cut from magazines or newspapers.

Show students magazines and discuss what various animal symbols mean to people. Ask the class, "How do we want others to think of us? What kind of emblem can we make to denote our class?"

Example: An owl with sneakers -- a smart creature with athletic ability.

After discussion set up groups of 3-4 students. Have each group select three representative symbols and then present them to the class, explaining why these symbols are worthy and valid. Remind students to speak so that everyone can hear what they have to say.

Vote on which one (or which combination) should become the class emblem.

After a decision is made, decorate class with this emblem and encourage students to think of themselves as "the winged panthers," or "Purple Astros."

Encourage others to do the same. Put emblem outside classroom door.

Strategy 42: *Oral Narration and Writing ("Just Kidding") [Grades 4-6]*

Ask children to choose something that they do not like to be teased about. They can add to the items in the activity as needed, e.g., my friend(s); my brother, sister, etc.; my foods (that I like).

List all the ideas on the chalkboard or chart.

Pair students or ask them to choose partners with whom they will talk about this. Give the class at least ten minutes to talk together in pairs. Then, select two or three children to present their oral narrations to the class, or if they prefer, to present their partners' stories.

This is a prewriting activity and may be followed by asking the children to write their ideas and feelings (I was confused, hurt, etc.) in a story (narrative). Or, if the teacher chooses, they may present reasons to persuade others why people should not be teased about certain matters, giving reasons for their views.

Strategy 43: *Brainstorming for Ideas or Solutions to Problems [Grades 4-6]*

Describe brainstorming as a way to find out the many ideas or solutions we already know (prior knowledge).

Set up with the class the ground rules for brainstorming:

1. No criticism of any idea given by someone during this lesson is allowed.
2. Anyone may "hitchhike" on someone else's idea.
3. Start out with a problem or question that is as clear and explicit as possible.
4. The emphasis is on getting as <u>many</u> ideas as possible.
5. There may not be any "correct" answer to the problem.

Suggested topics and problems for brainstorming:

. Should we buy from street vendors, rather than from a store?

. What should we do about graffiti (in our schools, on the trains, on the buildings in our community)?

. What should we do for our assembly program?

. Should we ever talk to strangers?

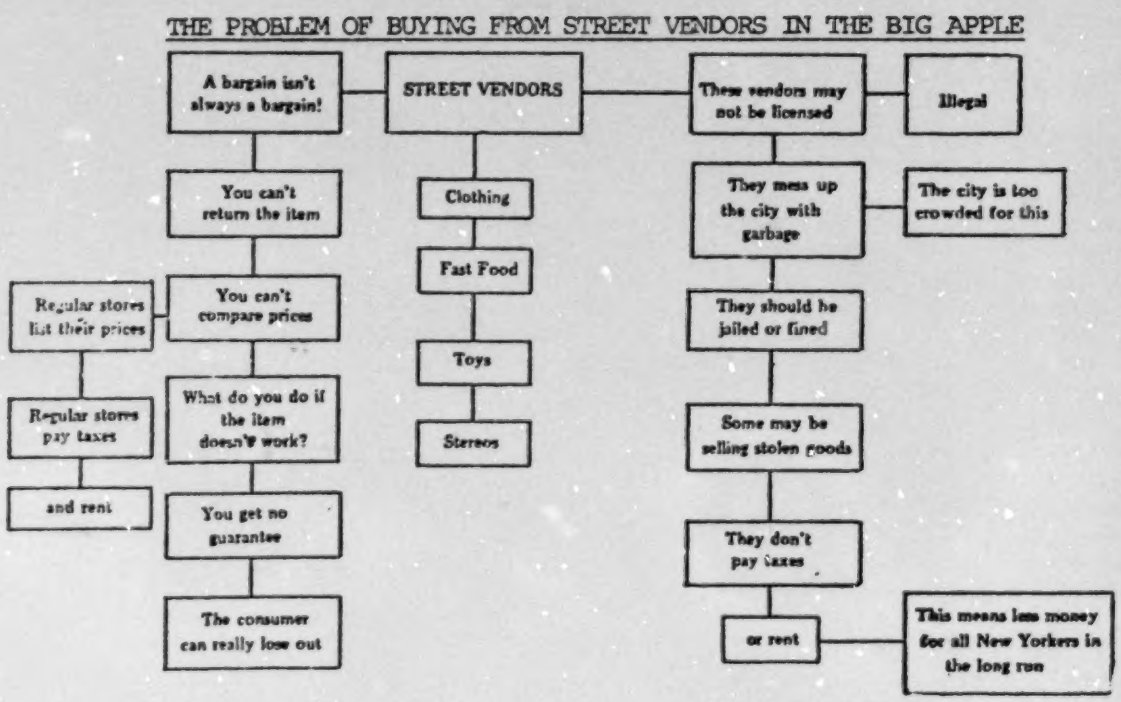
. Why do people (from other countries) choose to come to this country?

List ideas on the chalkboard or chart, as given. Ask class to reread (silently or out loud) the statements.

Categorize the output of ideas and show students how you do this. (Similar ideas can be subsumed; decide which ideas "belong" together, etc.).

Develop an Idea Web (semantic map; see next page).

Idea Web (semantic map)


THE PROBLEM OF BUYING FROM STREET VENDORS IN THE BIG APPLE
A bargain isn't always a bargain!
STREET VENDORS
These vendors may not be licensed
Illegal
You can't return the item
Clothing
They mess up the city with garbage
The city is too crowded for this
Regular stores list their prices
You can't compare prices
Fast Food
They should be jailed or fined
Regular stores pay taxes
What do you do if the item doesn't work?
Toys
Some may be selling stolen goods
and rent
You get no guarantee
Stereos
They don't pay taxes
The consumer can really lose out
or rent
This means less money for all New Yorkers in the long run

Follow-up

1. Organize small group Brainstorming Sessions after rules and routines have become automatic. List or help students to select a topic of interest for brainstorming.

2. Encourage students to come up with their own ideas and to feel comfortable enough to express these orally, as well as in writing. Do this in the content areas as well as in communication arts.

3. Discuss with the class their output of ideas after a brainstorming session. Ask, "How many ideas did you have before we started brainstorming today? Are any of these ideas familiar to you or brand new to you? Did you think about these but were afraid to voice them?"

4. Select one side of an issue to defend (pro or con) relating to street vendors in our city or another issue which involves and interests most of the class. Ask students to give ten reasons why and when we might wish to do this. Begin a simple form of debate with the students.

5. Discuss where street vendors can be found, the different kinds of items which are sold, and why this has become a problem for our city. Add the location information, the various kinds of sales items, and reasons why street vending is an important urban problem today.

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Strategy 44: *Understanding the Full Meaning of Wise Sayings [Grades 4-6]*

Going beyond the stated meaning of the spoken word involves getting a firm grasp of the stated meaning and using reasoning skills to get at the implied meaning.

Write the expression "sour grapes" on the chalkboard and ask the class:

. What does this expression mean? Are the grapes too sour to eat?
. How did this expression come into our language?

Read to the students "The Fox and the Grapes" from Aesop's Fables and have students explain their answers to the following questions:

. Why does the fox say that the grapes are probably sour?
. What does the fox really mean?
. Why do you think the expression has come down through the ages?

(Interesting aside: This fable, an animal tale with a moral, is ascribed to Aesop, a Greek slave and storyteller who made up the stories and handed them down orally. A collection of the tales was translated and printed by William Caxton in 1484.)

Read another one of Aesop's Fables and tell the class what the moral or wise saying is and what it really means. (Another story can be assigned for homework.)

Follow-up assignment: Students can make up their own stories to illustrate the wise sayings and tell them to the class.

Strategy 45: *Sharing Oral Literature (Proverbs — Saying a Lot in a Few Words) [Grades 7-12]*

Every culture has a rich store of oral literature that has been handed down through the years. Part of this oral literature consists of numerous proverbs which appear in every language.

Write "Don't cry wolf" on the board:

. What does this expression mean? (If the students need prompting, tell them the story of the shepherd's boy who cried, "Wolf!"
. Why did the shepherd call "Wolf!" the first time?
. Why did he do it a second and third time?
. What does "Don't cry wolf" mean?

Place this proverb on the board, "A liar will not be believed, even when he speaks the truth."

. What does this mean?
. How can it be applied to the story of the shepherd's boy?

Write, "Too many cooks spoil the broth," on the board.

. What clues to the meaning can you find in this proverb or wise saying?
. What does the saying mean?

. What proverbs do you remember? (Prime the pump if necessary.)
. What do they mean?

Since proverbs are wise sayings that go far back in time, collect as many as you can by asking your older family members and report to the class.

Strategy 46: *Parallel Proverbs [Grades 7-12]*

This activity builds on the previous strategy and the aim of the activity is to discover the similarities of the proverbs in other languages.

Write on the board:

Little by little does the trick. (English proverb)
Drop by drop the water fills the tub. (French proverb)

- What do these proverbs mean?
- How are they similar?

In French there is another saying: "Petit a petit, l'oiseau fait son nid." (Little by little, the bird builds his nest.) Write this on board along with "Where there's fish, there must be water" (Japanese proverb). Ask:

- What do these proverbs mean?
- What do all these proverbs have in common?
- What English proverb does it remind you of? (Elict: Where there's smoke there's fire.)

Place on board: "Wood may remain ten years in the water, but it will never become a crocodile" (African proverb).

- What does this mean?
- What English proverb does this bring to your mind? (Elict: You can't make a silk purse out of a sow's ear.)

This can be followed up with a homework assignment directing the students to ask family members, foreign friends or neighbors about proverbs in different cultures. Write them down and bring them to class to share with the other students. A display can also be made of the proverbs that the students gathered.

Strategy 47: *Using Precise Language [Grades 7-12]* *

Write the following words on the board:

equator North Pole water snow map globe

Ask the students to write a definition for each word.

*Adapted from Division of Curriculum and Instruction, Handbook for English Language Arts: Grades 5-12 (New York: Board of Education of the City of New York, 1971), pp. 109-10.

Write on the chalkboard a list of definitions that might have been supplied by a seven-year-old.

equator - where it is hot
North Pole - top of the map
water - it's wet
snow - comes in winter
map - shows you where to go
globe - a round map

Discuss with the class ways in which their definitions differed from the above list. Focus their attention on the more precise nature of their definitions. Help them to recognize which of their definitions is clearest.

Lead them to understand the need for preciseness and clarity in defining terms.

Have the class work together to make the definitions as precise as possible.

Strategy 48: *Sharing Oral Literature (Narrative) [Grades 7-12]*

In addition to every culture having a store of oral literature, families as well have their stories, told and retold and thus passed on to the next generation.

You can read selections from autobiographies to the students, e.g., from Growing Up by Russell Baker, Bronx Primitive by Kate Simon, The Rabbi on 47th Street by Anne Burstein, or retell a story that your mother told about what life was like in another country or another time, or a story that she had heard from her elders. Ideally, this should trigger stories that the students heard and that they then retell to their classmates. In turn the class listens and questions the raconteur about what they want to hear more about. This practice concentrates attention on logical sequence, giving sufficient detail, and presenting the ideas clearly.

Strategy 49: *Enhancing Understanding of Characters in Literature (Increasing Oral Language Competence) [Grades 7-12]*

Students reenact key scenes of a story using dialogue as written by the author or supplying their own dialogue to enhance their understanding of the characters. For example, after the class has read a surprise ending story such as "The Necklace" by Guy de Maupassant, the students can improvise different endings - "what if" situations of their own making.

Ask the students to improvise the following:

- What does Mathilde Loisel tell her husband about her chance encounter with Mme. Forestier?
- What does he say? (Remember how the author has depicted him.)
- Who has the last word, so to speak?
- Imagine that they decided to tell Mme. Forestier. What does each one say? What happens?
- Imagine that you are an old friend of Mathilde Loisel and she comes to tell you about her chance meeting. What do you tell her? What advice do you offer?

Performance Objective 10

Students will be able to refine their accuracy and precision of language use, as in giving directions, explaining how to make something, etc.

Strategy 50: *Show and Tell (Expanded Concept)* ***[Grades K-3]***

During a sharing time, expand Show and Tell by giving the children themes such as:

. something that made me happy
. unusual sounds I heard on the way to school

Encourage the children to describe such incidents and experiences vividly and accurately. Give the listeners a chance to ask questions in order to emphasize the factual nature of the report.

Using an area map (a homemade map done on paper or a rough sketch of the area on the chalkboard), ask various children to explain their directions for getting from their homes to school. Encourage them to describe landmarks on the route.

Ask the children, "What were the easiest directions to follow? Why?" Help the children to recognize that the easiest directions to follow were those which were precise and accurate, and those which we could hear with ease.

Strategy 51: *Demonstrating a Set of Directions* ***[Grades 4-6]***

Ask individual children to teach the class something they know such as:

. how to make a hero sandwich
. how to make a kite
. how to make paper hats
. how to use a multiplication table
. how to tie a shoelace

Lead the children to recognize the importance of giving these directions slowly, precisely, and accurately.

Check the clarity of the directions by having children make the kite, etc. from the oral directions given.

Strategy 52: *Game: "What Am I?" [Grades 4-6]*

Teacher or students prepare(s) index-sized cards with descriptions of a building or object found on the street. Each card contains only one direction.

Example:	Hydrant	Church	School	Mailbox
	Lamp Post	Post Office	Candy Store	Fire Escape
	Bank	Book Store	Restaurant	Travel Agency

Sample Card

FIRE ESCAPE

Description

a. I am considered ugly by some.
b. I am used for emergencies.
c. Sometimes I am used as a sun porch or patio.
d. I am usually made of iron.
e. I can be attached to windows on the front, back, or side of the building.

The teacher tells the class they are going to play a game called "What Am I?" and then gives the first clues to demonstrate how the game is played.

The teacher starts by picking the first card (fire escape) and reading the first clues:

- I am considered ugly by some.
- I am used for emergencies.
- Sometimes I am used as a sun porch or patio.

The teacher allows students to take oral guesses which they must justify with complete sentences.

Example: I think it's a hospital because it handles emergencies.

The teacher approves guess but tells student that it is incorrect and then proceeds to give more clues:

- I am usually made of iron
- I can be attached to windows on the front or back of the building.

The students guess again, based on the new information. As before, each guess must be justified.

Example:

Student: I think it's a fire escape because it's made of iron and can be attached to any part of the building.

The teacher then picks the student who guessed correctly to give the clues from the next card.

Strategy 53: *Giving Oral Directions [Grades 7-12]*

Say: "Why are some instructions easier to follow than others? Let us try an experiment." Do the following:

Choose a partner and sit back to back. One of you is designated the Instructor; the other, the Instructee. The Instructors are shown how to complete the puzzle correctly while the Instructees are given an envelope containing enough pieces to reconstruct an identical puzzle.
(see next page.)

1. Instructors' directions: Place the assembled puzzle on your desk, but do not let your partner see it. Your partner has pieces the same size, shape, and color as those in the completed puzzle in front of you. Your task is to tell him/her how to put the pieces together in the same shape as your puzzle. Your partner cannot ask questions or in any way comment on the way you are giving instructions.

2. Instructees' directions: Empty the envelope of pieces on your desk. Your partner will tell you how to assemble these pieces. Do not try to solve this as an ordinary puzzle but follow your partner's instructions. Do not comment or ask questions during the exercise or in any way let your partner know how you are progressing.

After the Instructor has completed his/her directions, compare the Instructee's puzzle with the original.

During the second class period, form small groups and draw up a list of suggestions for improving the instructions. Select a reporter to record your group's suggestions. Then each group's reporter should list the group's suggestions on the chalkboard. Compare with other groups' "Suggestions for Giving Instructions."

Discuss the following questions about your experiences during this communication activity:

. What specific problems did you encounter in giving or receiving instructions?

. As demonstrated by this game, list some of the barriers to effective communication.

. In what ways did the lack of feedback inhibit the exercise?

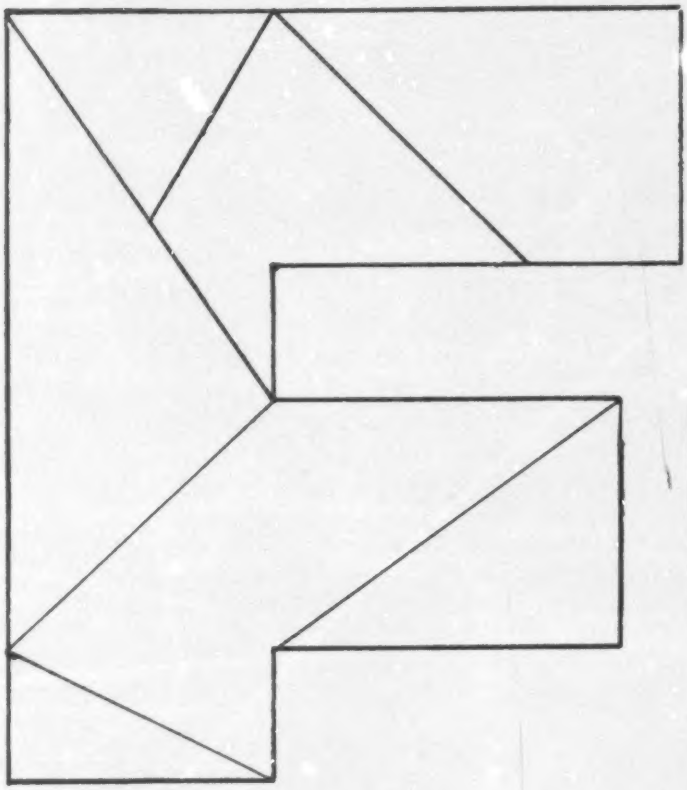
. What recommendations can you come up with to improve/ensure communication?

a. State the goal.
b. Be familiar with the material to be presented.
c. Get the attention of your partner before beginning.
d. Give instructions in a logical order (time, space, or some other sequence).

e. Talk to your partner in terms of his/her experience.
f. Explain new terms in relation to older, understood terms.
g. Establish a system of orientation: use a clock face, a map, up-down, right-left.
h. Establish rapport with your partner.
i. Be concise and clear.
j. Use analogies.
k. Give enough information to clarify but not confuse.
l. Use short units of information.

ALPHABET PUZZLE

DIRECTIONS: Trace this puzzle on a sheet of paper or cardboard, the same color on both sides. Cut it apart. Each couple will need one assembled and one unassembled puzzle.



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